

Student: \_\_\_\_\_  
 Birthday: \_\_\_\_\_

Alder Grove Charter School  
 3<sup>rd</sup> Grade Report Card

CT: \_\_\_\_\_  
 Year: \_\_\_\_\_

|   |                            |   |
|---|----------------------------|---|
| <b>Grades:</b>  |                            |   |
| 4 = Thorough Understanding  | 3 = Adequate Understanding |   |
| 2 = Partial Understanding   | 1 = Minimal Understanding  |   |
| <b>English Language Arts/Literacy</b>   | 1                          | 2 |
| <b>Reading</b>  |                            |   |
| <b>Reading Standards for Literature</b>   |                            |   |
| Ask and answer questions to demonstrate understanding of key details in a text.                                 |                            |   |
| Recount stories, including fables, folktales, and myths from diverse cultures.                                  |                            |   |
| Determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text |                            |   |
| Describe the characters in a story.   |                            |   |
| Determine the meaning of words in a text.   |                            |   |
| Distinguish between literal and nonliteral language   |                            |   |
| Refer to parts of stories, dramas, and poems.   |                            |   |
| Consider his/her own point of view, different from the narrator or those of the characters.                     |                            |   |
| Explain how the illustrations help tell the story.  |                            |   |
| Compare and contrast stories written by the same author.  |                            |   |
| Read and comprehend literature, including stories, dramas, and poetry at grade level.                           |                            |   |
| <b>Reading Standards for Informational Text</b>   |                            |   |
| Determine the main idea of a text.  |                            |   |
| Use sequential language to refer to topics from a text.   |                            |   |
| Recount key details and explain how they support the main idea.   |                            |   |
| Ask and answer questions to demonstrate understanding of key details in a text.                                 |                            |   |
| Determine the meaning of grade-level words and phrases.   |                            |   |
| Use text features and search tools to locate information.   |                            |   |
| Distinguish his/her own point of view from that of the author of a text.  |                            |   |
| Describe how illustrations contribute to the understanding of the text.   |                            |   |
| Compare and contrast the most important points and key details presented in two texts on the same topic.        |                            |   |
| Read and comprehend informational texts at grade level.   |                            |   |

|  |  |  |
|--|--|--|
| <b>Reading Standards: Foundation Skills</b>  |  |  |
| Read grade level words.  |  |  |
| Read with fluency to support comprehension.  |  |  |
| <b>Writing</b>   |  |  |
| <b>Writing Standards</b>   |  |  |
| Write opinion pieces on topics or texts, supporting a point of view with reasons.  |  |  |
| Write an introduction, state an opinion, provide reasons, use linking words, and write a conclusion.   |  |  |
| Write informative/explanatory texts on a topic, develop the topic with facts, definitions, and details, use linking words and phrases, include illustrations, and provide a concluding statement or section.   |  |  |
| Write a narrative to develop a real or imagined experience by establishing a situation, introducing a narrator and/or characters, organizing a sequence of events, using dialogue and descriptions of actions, adding thoughts and feelings, using temporal words and phrases to describe the order of events, and providing a sense of closure. |  |  |
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, and using technology to produce and publish writing.   |  |  |
| Conduct short research projects that build knowledge on a topic.   |  |  |
| Write routinely over extended time frames (time for research, reflection, and revision).   |  |  |
| Write for shorter time frames (a single sitting, or a day or two) for a range of tasks, purposes, and audiences.   |  |  |
| <b>Speaking and Listening</b>  |  |  |
| <b>Speaking and Listening Standards</b>  |  |  |
| Engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts by coming to discussions prepared, having read or studied required material.   |  |  |
| Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.  |  |  |
| Ask and answer questions about information from a speaker.   |  |  |
| Report on a topic or text, tell a story, or recount an experience, speaking clearly.   |  |  |
| Create engaging audio recordings of stories or poems   |  |  |
|  |  |  |

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| <b>Language Standards</b>   |   |   |
|---|---|---|
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                |   |   |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.    |   |   |
| Determine or clarify the meaning of grade level words and phrases using context, affixes, and root words as clues.    |   |   |
| Use glossaries and dictionaries to determine or clarify the meaning of words and phrases.                             |   |   |
| Demonstrate understanding of word relationships and nuances in word meanings.   |   |   |
| Acquire and use grade-appropriate conversational, academic, and domain-specific words and phrases.                    |   |   |
|   |   |   |
| <b>Mathematics</b>  | 1 | 2 |
| <b>Operations and Algebraic Thinking</b>  |   |   |
| Solve multiplication and division word problems.  |   |   |
| Find the missing number in a multiplication or division equation.   |   |   |
| Use the Commutative, Associative, and Distributive property of multiplication.  |   |   |
| Find the answer to a division problem by thinking of the missing factor in a multiplication problem.                  |   |   |
| Multiply and divide within 100 easily and quickly.  |   |   |
| Write equations for and solve two-step word problems that involve addition, subtraction, multiplication and division. |   |   |
| Use mental math to figure out if the answers are reasonable.  |   |   |
| Find patterns in addition and multiplication tables, and explain them using what is known about how numbers work.     |   |   |
| <b>Number and Operations in Base Ten</b>  |   |   |
| Round whole numbers to the nearest 10 or 100.   |   |   |
| Add and subtract within 1,000 quickly.  |   |   |
| Multiply any one-digit whole number by a multiple of ten.   |   |   |
| <b>Number and Operations—Fractions</b>  |   |   |
| Understand a fraction as a number on the number line; represent fractions on a number line diagram.                   |   |   |
| Show understanding of how some different fractions can actually be equal.   |   |   |
| Compare fractions by reasoning about their size.  |   |   |

| <b>Measurement and Data</b>  |       |  |
|--|-------|--|
| Solve word problems involving addition and subtraction of time intervals in hours and minutes.       |       |  |
| Measure liquids and solids with grams (g), kilograms (kg), and liters (l).                           |       |  |
| Use addition, subtraction, multiplication, and division to solve word problems about mass or volume. |       |  |
| Draw a picture or bar graph to show data.  |       |  |
| Solve problems using the information from the graphs   |       |  |
| Create a line plot from measurement data.  |       |  |
| Measure the area of plane shapes by area, by square units, and with multiplication.                  |       |  |
| Solve real world math problems using what is known about how to find the perimeter of shapes.        |       |  |
| <b>Geometry</b>  |       |  |
| Name and place shapes into categories depending upon their attributes.                               |       |  |
| Recognize and draw quadrilaterals (shapes with four sides).  |       |  |
| Divide shapes into parts with equal areas, and show those areas as fractions.                        |       |  |
| <b>Comments:</b>   |       |  |
| Fall:  |       |  |
| Spring:  |       |  |
| <b>Signatures:</b>   |       |  |
| CT:  | Date: |  |
| CT:  | Date: |  |